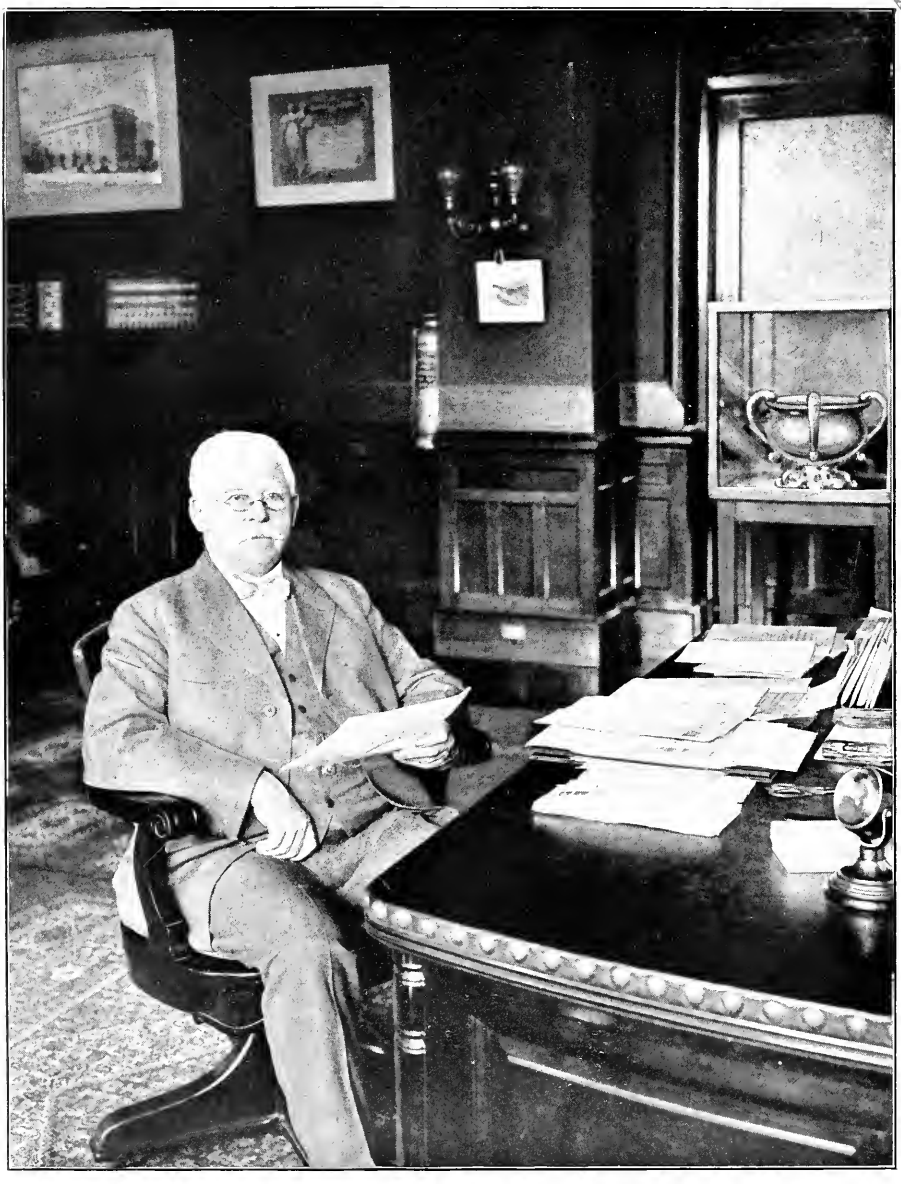
A Day
in the
World's Schoolhouse

The Home of the Schools

THE home and principal offices of the Schools are in Scranton, Pennsylvania, a prosperous, growing city—the third, in size, of the state and the metropolis of the anthracite coal region. Other cities have been advertised by some well-known local enterprise, but no other city has enjoyed such publicity as Scranton by reason of being the home of the International Correspondence Schools. Mention Scranton almost anywhere in the civilized world, and some such remark will be made as "That's where the Scranton (International Correspondence) Schools are."

Instruction Building, Completed 1910

Administration Buildings, Erected 1898



T. J. Foster

Founder and President

International Textbook Company

PROPRIETORS

International Correspondence Schools

OFFICERS

THOMAS J. FOSTER ..... President
RUFUS J. FOSTER ..... Vice-President
E. H. LAWALL ..... Treasurer
STANLEY P. ALLEN ..... Secretary
MADISON F. LARKIN ..... Controller

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THOMAS J. FOSTER ..... Scranton, Pa.
RUFUS J. FOSTER ..... Scranton, Pa.
J. K. GRIFFITH ..... Latrobe, Pa.
C. D. JONES ..... Scranton, Pa.
T. E. JONES ..... Scranton, Pa.
E. H. LAWALL ..... Wilkes-Barre, Pa.
C. D. SIMPSON ..... Scranton, Pa.
B. B. MEGARGEE ..... Scranton, Pa.

Entrance to Instruction Building

Faculty of the I. C. S.

President
THOMAS J. FOSTER

Dean
JOHN JESSE CLARK, M. E.
Lehigh University

Director of Instruction
JOHN LOWREY MARTIN, C. E.
Rensselaer Polytechnic Institute

Assistant Director of Instruction
MOUNT D. GRAVATT, M. Sc.
Rutgers College

Schools	Principals
ADVERTISING	S. ROLAND HALL
ARCHITECTURE	WILLIAM SCOTT-COLLINS
ARTS AND CRAFTS	E. LEONARD KOLLER (*Pennsylvania College and Drexel Institute*)
AUTOMOBILE RUNNING	C. WADSWORTH, JR. (*Pratt Institute*)
CHEMISTRY	H. M. MENNER (*Lehigh University*)
CIVIL ENGINEERING	CONSTANTINE K. SMOLEY, C. E. (*Polytechnic Inst., Zürich, Switz.*)
CIVIL SERVICE	WILLIAM D. KOCHERSPERGER (*United States Naval Academy*)
COMMERCE AND BANKING	NELSON HINDLEY PROUTY
DRAWING	LARS HARALD KJELLSTEDT, C. I. (*Government Technical School, Boras, Sweden*)
ELECTRICAL ENGINEERING	FRANCIS H. DOANE, A. M. B. (*Tufts College*)
ENGLISH BRANCHES	CARRIE W. FAUST, M. of E. (*State Normal School, Bloomsburg, Pa.*)
FRENCH	EDOUARD LAMAZE, B. S. and C. A. P. (*University of France*)
GERMAN	WILLIAM ANTON SIEBER, Ph. D. (*University of Vienna, Northwestern University*)
ITALIAN	
LAW	DAVID C. HARRINGTON
LETTERING AND SIGN PAINTING	CHARLES JAMES ALLEN
LOCOMOTIVE RUNNING	JAMES FRANCIS COSGROVE (*University of Wisconsin*)
MATHEMATICS AND MECHANICS	J. FOSTER HILL, A. B. (*Harvard University*)
MECHANICAL ENGINEERING	A. BOWMAN CLEMENS, M. E. (*Cornell University*)
MINES (Coal Mining Division)	JAMES THOM BEARD, C. E., E. M. (*Columbia University*)
MINES (Metal Mining and Metallurgy Divisions)	CHARLES L. BRYDEN, E. M., B. S. in Chem. (*Lafayette College*)
NAVIGATION	CAPT. ERNEST K. RODEN (*Government College of Naval Science, Sweden*)
PEDAGOGY	WILLIAM B. RIDENOUR, A. M. (*Bucknell University*)
PLUMBING, HEATING, AND VENTILATION	THOMAS N. THOMSON (*Heriot-Watt College, Edinburgh*)
POULTRY HUSBANDRY	THOMAS F. MCGREW
SHEET-METAL WORK AND BOILERMAKING	
SHOP AND FOUNDRY PRACTICE	A. BOWMAN CLEMENS, M. E. (*Cornell University*)
SPANISH	JOSÉ NAVAS (*Superior Normal School, Cadiz, Spain*)
STEAM AND MARINE ENGINEERING	JOHN A. GRENING (*Staedtische Fortbildungs-Anstalt, Berlin*)
STRUCTURAL ENGINEERING	JOHN M. MARIS, B. S., M. E. (*University of Pennsylvania*)
TELEPHONE AND TELEGRAPH ENGINEERING	HENRY STORRS WEBB, M. S. (*Lehigh University*) and B. S. (*Mass. Institute of Technology*)
TEXTILES	CHAUNCEY JACKSON BRICKETT (*Lowell Textile School*)
WINDOW TRIMMING AND MERCANTILE DECORATION	GEORGE EDWARD MACFADDIN

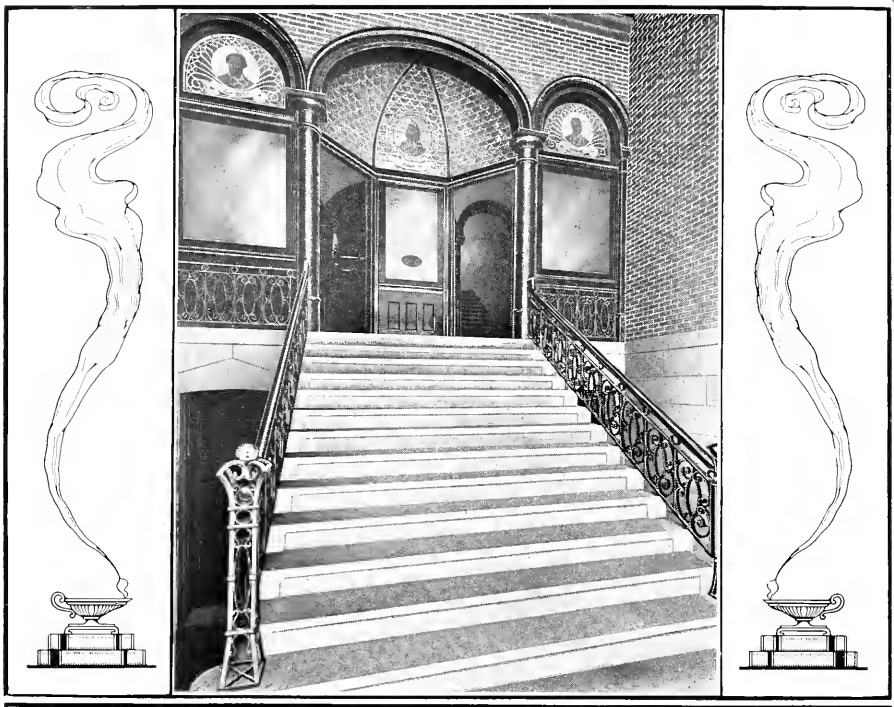
Schools	Assistant Principals
ADVERTISING	CHARLES ELLISON
AGRICULTURE	H. O. SAMPSON, B. Sc., B. S. A. (*Iowa State College*)
ARCHITECTURE	GEORGE W. MILNES, Civil Engineer
COMMERCE AND BANKING	THOMAS F. MCHALE (*State Normal School, Mansfield, Pa.*)
DRAWING	C. BERNARD LINSTROM (*Knox College*)
ELECTRICAL ENGINEERING	ARTHUR ROSCOE DENNINGTON, B.S., E.E. (*Pennsylvania State College*)
ENGLISH BRANCHES	CLARA BUSHNELL
FRENCH	ALFRED COURTIN (*University of France*)
LAW	JOSEPH A. KELLEY
LOCOMOTIVE RUNNING	W. R. JOHNSON
MATHEMATICS AND MECHANICS	ANNA E. BRECK (*McGill Normal School, Montreal, Canada*)
MATHEMATICS AND MECHANICS	WINDSOR G. HAWLEY, E. E. (*Pennsylvania State College*)
MECHANICAL ENGINEERING	THURMAN WELFORD HOLLOWAY, M. E. (*Ohio State University*)
SHEET-METAL WORK AND BOILERMAKING	C. BERNARD LINSTROM (*Knox College*)
SHOP AND FOUNDRY PRACTICE	FRANK W. BRADY, M. E. (*Purdue University*)
STEAM AND MARINE ENGINEERING	CHARLES J. MASON (*Technological Institute, U. of Halifax*)
TEXTILES	LEWIS E. GIDLEY (*New Bedford Textile School*)

School of Electrotherapeutics

WILLIAM F. BRADY, M. D. (*Jefferson Medical College*), *Dean*
JOHN C. PRICE, M. D. (*University of Pennsylvania*), *Professor of Electrotherapeutics and Roentgen Rays*

Illustrating Department

CHIEF ILLUSTRATOR . . . . . CHARLES JACOB HAYES (*Cooper Union, Academy of Design, N. Y.*)



Stairway and Reception Hall, Instruction Building

An Illustrated Description of the Largest Educational Institution in the World

Origin of the Schools

In the eighties, President Thomas J. Foster was editor and publisher of the *Mining Herald*, of Shenandoah, published in the heart of the Pennsylvania anthracite coal region.

Mining conditions were very dangerous in those days, and the large number of accidents in which miners lost their lives aroused Mr. Foster's intense personal interest. He saw what he believed to be the primary cause—ignorance on the part of mine foremen of mining phenomena and science and of the principles of the machinery they were required to operate. So he agitated and assisted in securing the passage of a state law requiring mine foremen to pass an examination.

Then, desiring to help the men in some way to pass this examination, he started, in the *Mining Herald*, a column of questions and answers, in which were presented exercises in arithmetic, mensuration, formulas, etc., such as the foreman would have to be familiar with in order to pass the examination. This department was still a feature of the publication when Mr. Foster changed its name to the *Colliery Engineer* and moved to Scranton in 1889. Finally, Mr. Foster conceived the idea of conducting a correspondence course in mining by preparing special instruction and question papers.

It was in 1891 that he put this latter plan into practice, and on October 16 of that year, the first student was enrolled. By the following April one thousand men were studying the Mining Course by mail.

It was at first planned to teach by mail only arithmetic, mensuration, ventilation, methods of working, and the installing and operating of machinery for the preparation of coal, and to have students come to Scranton to receive instruction in surveying and mapping from resident teachers.

Classes for the instruction of students who came to Scranton to study mine surveying and mapping were maintained for several years, but as the students were busy men, few could spare the time or leave their work to attend classes. It became necessary to prepare instruction on

The Largest Instruction Room. Here 240 Principals, Assistant Principals, and Instructors are Employed

the use of the mine compass and transit and of drawing materials, so that students could learn to survey and map without leaving their work. This having been accomplished, the resident classes were discontinued.

The success in teaching mapping encouraged Mr. Foster to teach mechanical drawing by correspondence. In this he was also successful, and the teaching of mechanical and electrical engineering soon followed.

From that time on, more and more Courses were added, covering the principal branches of technical education. Later the scope was again broadened still more to include such Courses as Languages, Advertising, Commerce and Banking, preparation for Civil Service, etc.

The popularity of the new system of education was instantaneous. Thousands of industrial workers in the ranks, hungry for a better understanding of the work beneath their hands, reached out to this new source of knowledge.

When the two large buildings of the International Correspondence Schools, on Wyoming Avenue, Scranton, were planned to accommodate the business that was increasing by bounds, it was thought that they would afford ample room for future growth of the enterprise. But the business had grown beyond the capacity of the buildings by the time they were completed. Today, the original buildings do not afford room for all of the home administrative departments.

Growth of the Business

From instruction in a single subject, the list of Courses has grown to two hundred and fourteen, covering leading trades, professions, and occupations, and giving the International Correspondence Schools the means of appealing to millions of people.

Subjects Now Taught

The Schools now give instruction in Advertising, Architecture, Architectural Drawing, Building and Contracting, Structural Engineering, Concrete Engineering, Languages, Mathematics, Penmanship, Grammar, Letter Writing, Stenography, Typewriting, Bookkeeping, Banking, Commercial Law, Business Practice, Illustrating, Designing, preparation for Civil Service, English Branches, Methods of Teaching, Window Trimming, Show-Card Writing, Sign Painting, Chemistry, Sheet-Metal Pattern Drafting, Mechanical Drawing, Structural Drafting, Drawing for Boilermakers and Monument Workers, Electrical Engineering, Telephone Engineering, Telegraph Engineering, Electric Lighting, Electric Car Running, Electric Lighting and Railways Work, Dynamo Running, Interior Wiring, Civil Engineering, Surveying and Mapping, Marine Engineering, Steam Engineering, Electrotherapeutics, Navigation, Mechanical Engineering, Shop Practice, Toolmaking, Pattern-

Upper Picture, General Correspondence Department
Lower Picture, Stenographic Department

making, Foundry Work, Blacksmithing and Forging, Refrigeration, Gas-Engine Operating, Automobile Running, Mining Engineering, Coal Mining, Metal Mining, Metal Prospecting, Metallurgy, Hydrometallurgy, Smelting, Milling, Plumbing, Heating, Ventilating, Steam Fitting, Textile Designing and Manufacturing, Locomotive Running, Air-Brake Operating, and Poultry Farming. Agricultural Courses will soon be on the list.

Work Done by Students

Papers, Plates, and Records corrected and Special Letters written during the year 1909:

	Papers	Plates	Records	Letters
Home Office	610,415	177,198	10,836	125,811
Denver	30,523	3,950		4,383
London	62,146	11,042	637	15,524
New Zealand	8,169	2,344		932

The work done by foreign students is shown here, but the business in Great Britain and her Eastern Colonies is now controlled separately.

The first student completed his Course in 1891. At the time of preparing this book (September, 1910) more than 150,000 students have received diplomas or made substantial progress in their Courses. Besides these 150,000 students, more than 425,000, with the assistance of the Faculty of the Schools, have completed mathematics, physics, drawing, and other subjects. Several hundred thousand others, without preparing written recitations for correction, have successfully studied from the specially prepared textbooks.

How I. C. S. Courses Are Prepared

The Schools maintain a large staff of textbook writers and editors and also contract with many outside experts for the preparing of manuscripts. At the time this book is printed there are 35 persons employed regularly and 25 more under contract for special work. As the regularly employed staff has the benefit of extensive correspondence-teaching experience, our writers and editors work in cooperation with the outside experts. By this method, we are able to procure the best ideas and methods of leading men in various lines of work—men whose time is too valuable for the individual student to purchase—and to give this valuable information in the form and language that we have found best adapted to correspondence teaching.

Manuscripts prepared by our own staff are usually reviewed by one or more outside experts before being printed. Every effort is made to have our teaching in accord with the best modern practice.

In preparing a Course, it is not assumed that the student knows more than how to read and write. In this respect the I. C. S. texts are radically

Upper Picture, Mailing Division of Instruction Building
Lower Picture, Distribution Division of Instruction Building

different from ordinary books, which are rarely—if ever—well adapted to the needs of the home student.

The rapid advances in such sciences as electricity make frequent revision necessary. By our system, all portions of text and all examination questions of a new Course that prove difficult or that for any other reason need revision are noted week by week. A great many minor changes are made in our plates from month to month as we print new editions. When a general revision is undertaken we have a complete index of what is needed. Thus our Courses grow in value and become easier and easier to study.

Free From Higher Mathematics; Practical

The I. C. S. textbooks do not, as a rule, include derivations of formulas, but show only the application of the formulas. Every rule or formula is immediately followed or preceded by one or more examples with their solutions. When several rules or formulas are available, only the best and most practical one is given. Whenever possible, all questions and examples relate to familiar processes and operations.

Textbooks Easy to Study, Remember, and Apply

I. C. S. textbooks are remarkably free from ambiguous expressions—both those due to faulty rhetoric and those due to insufficiency of statements or explanations. An illustration is used wherever it will aid the student. Sectional and perspective views are freely used, a large illustrating department—employing as many as 35 illustrators and draftsmen—being maintained for this work.

These works, specially bound and indexed, constitute the best technical reference library obtainable, and thousands of sets of from 5 to 100 volumes are being sold to engineers, editors, business men, industrial establishments, libraries, etc.

The I. C. S. Method of Teaching

Anything that can be put in spoken words can be put in printed or written words. Modern illustration can depict most objects as well as they can be shown in reality, and by means of sectional views can show interior workings as exterior observations of machinery, etc. do not.

The correspondence-school student often gets experience as he studies—makes daily application of what he learns. While he is without the personal presence of the teacher, a link between him and his teacher is established by the frequent correspondence.

The student does not have to leave home to secure an education; the education comes to him. He can keep right on with his work and study during spare hours. Studies need not interfere with business

Upper Picture, Office of Mines and Minerals, Formerly the Mining Herald
Lower Picture, Mail Soliciting Department, where 600 to 1,300 Inquiries are Received Daily

or social engagements. He does not have to dress for class, has no car fare to pay. Each student is a class to himself; gets all the instruction; does all the reciting. He is not held back by slow members of a class nor embarrassed by smarter members. The instruction is private. Our written explanations are always with the student and can be studied repeatedly; oral ones cannot.

The Schools never close. The student studies whenever convenient. He can move from place to place. He prepares several times as much written work as the class-room student does and consequently receives several times as much criticism. Much writing trains the correspondence-school student to be exact.

The correspondence method develops concentration and self-confidence. There are no classmates to do the student's work for him.

The I. C. S. instruction is supplied in two forms. A reference library, durably bound and thoroughly indexed, contains all of the instruction of the Course selected. These volumes are convenient for reviewing and also for looking up advanced information for which the student may have need but may not have reached in the regular study of his Course. In addition, pamphlet textbooks, called Instruction Papers, are supplied. These range from 24 to 80 pages and treat of a single subject or a single group of allied subjects.

The student at the outset receives several of the Instruction Papers, together with full directions for proceeding with his studies. Information Blanks are provided with which to ask for assistance should the student, after thorough study, be unable to understand some important point. When the student has completed the study of a Paper, he prepares the examination work and mails it to his instructors, and proceeds immediately to the study of Paper No. 2. When the work is received at the Schools it is corrected carefully, and further explanations are made wherever needed. If the grade of the work is 90 or higher, a percentage certificate is awarded. If the grade is below 90, the student is required to review and to submit certain new work. More Papers are sent with the corrected work. At the end of the Course a final examination is given.

Example of the Work in One of Our Schools

An idea of the practical results of I. C. S. instruction can be had from the following extract from our records:

Out of 1,015 unselected students in the Steam Engineering Course 312 became chief engineers. Of this number (312) 18, at the time of enrolling, were farmers, 7 were clerks, 3 were night watchmen, 25 were assistant stationary engineers, 3 were blacksmiths, 52 were laborers, 3 were pump runners, 69 were firemen, 74 were stationary engineers, 9 were students, 19 were oilers, 17 were machinists, 2 were miners, and 11 were apprentices.

Composing Room of the Printing Department

Views of the Assembling and Binding Sections of Printing Department

Some of the Presses that Use on an Average Five Tons of Paper Stock Daily

618 out of the 1,015 became stationary engineers. Of this number (618) 30 were, at the time of enrolling, farmers, 7 were clerks, 6 were night watchmen, 36 were assistant stationary engineers, 7 were blacksmiths, 62 were laborers, 9 were pump runners, 121 were firemen, 201 were stationary engineers, 22 were students, 41 were oilers, 33 were blacksmiths, 11 miners, and 32 apprentices.

Financial Record

Many educational institutions, in order to achieve marked success, must be endowed. The I. C. S. stands out as a conspicuous example of success from both the commercial and the educational point of view.

The earnings of the Company for the fiscal year ending May 31, 1909, were $1,118,329. The earnings for the year ending May 31, 1910, were $1,469,902.69. May, 1910, exceeded May, 1909, by $125,000. The year 1910 exceeded the year 1909 by $351,573.

Cash receipts since the beginning of the business up to and including May, 1910, were	$45,900,070.09
Operating expenses for the same period.....	40,873,999.65
Cash receipts in excess of operating expense..	$5,026,070.44

The figure of $5,026,070.44 does not represent the total gain of the Company. There is a credit on Scholarship Accounts receivable to the amount of $3,939,000. The surplus of the Company for the year of 1910 is $4,577,865.62.

Demand in Foreign Fields

For a long time the phenomenal growth of the American work left little time for special attention to foreign fields.

It early became necessary to have an Instruction Department in London. In New Zealand, though it required months to get a lesson to Scranton and back, the enrolments came at such a rate that in 1907 it became advisable to send Instructors to the New Zealand office.

The first field to be developed separately was that of Great Britain and the British Eastern Colonies. A separate company, the International Correspondence Schools, Limited, of London, England, the stock of which is owned by the International Educational Publishing Company, was organized in 1908. The success of the British Company has already proved to be even greater than was expected.

For some time a special staff has been engaged in translating the most popular Courses into Spanish, preparatory to developing the broad Spanish-American field, and it is expected soon to extend the work to Germany and still other foreign countries.

Job Pressroom of the Printing Department

Inspirational Work

The enormous business done by the I. C. S. is due chiefly to its ability to create a desire for improvement through study, and the business can be enlarged as the Schools' power to create the desire for study is strengthened. The I. C. S. educational plan has a wider scope than a mere system of teaching; it includes a practical method of creating a desire for study, and making purchasers for its Scholarships.

We publish, and through our salesmen talk, the benefits of education and the great rewards open to men who can do work better than their fellows; that education is the key to the door of success; that we have a practical means for working men to educate themselves in the theory of their work at their work; that a man can form the study habit and educate himself; that we have special textbooks easy to learn, easy to remember, easy to apply; that the price is within the reach of all, as it can be paid in monthly instalments.

Our inspirational efforts do not cease with the enrolment of the student. Every month thousands of special letters are mailed to discouraged, backward, and indifferent students, spurring them to action. For some years we have sent students AMBITION, our monthly magazine of inspiration. The field representatives are also active in this branch of the work.

Approval by the United States Government

First. At West Point Military Academy, where the I. C. S. Language System was adopted for the instruction of the cadets.

Second. By the adoption of our textbooks for the instruction of enlisted men at the Willets Point Engineering School.

Third. By Ex-Secretary of the Navy Moody, in course of hearings before the Committee on Naval Affairs, House of Representatives.

Fourth. By the Hon. Carroll D. Wright, in a report of the Department of Labor. In the course of this report, Mr. Wright says:

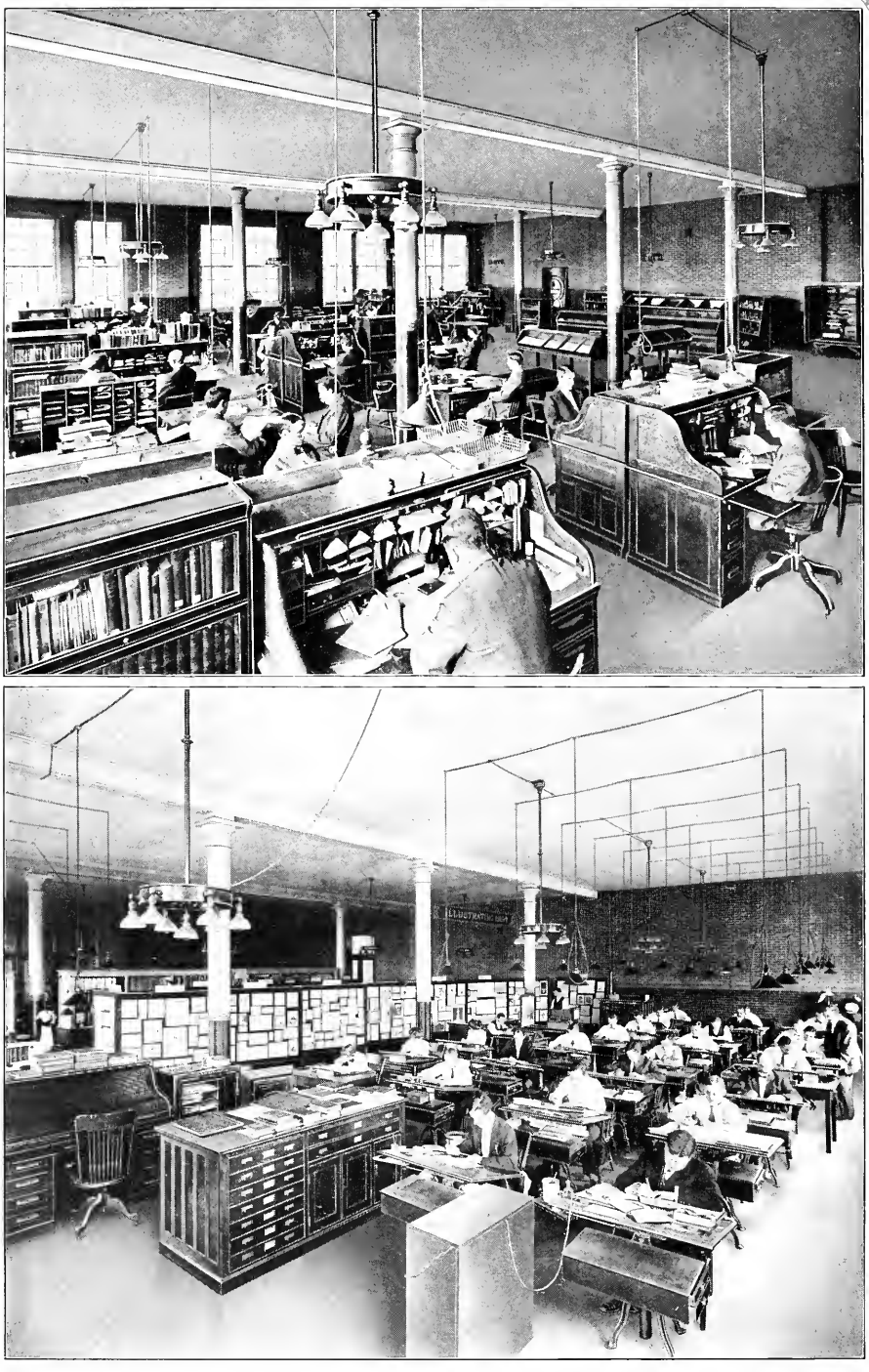
"There are so many cases where the system of instruction pursued by these Schools (the I. C. S.) has enabled the student to advance from the lower branches of a trade or occupation to a complete mastery of the same that it would be impossible to estimate the benefits that have accrued to those that have been under instruction. There are thousands of students, also, whose earnings and prospects have been increased from 50 to 200 per cent. by the instruction they have received."

Recognition by Employers

Throughout the country leading employers have opened their shops for I. C. S. Shop Exhibits and encouraged their men to enroll, knowing

Technical Supply Company's Office

Upper View, One of the Aisles of the Stock Room, Over 300 Feet Long
Lower View, Office of Superintendent of Shipping



Upper View, Textbook Editors and Writers. Lower View, Illustrating Department

that the ambitious studying workman will give better service. A large number of concerns have provided study rooms for the I. C. S. students in their employ. Others have offered to pay half the cost of a Course. Still others have announced that the possession of an I. C. S. Diploma would be regarded as good argument for advancement. The Schools have published several large books of letters from employers, expressing their approval of the I. C. S. method and of the I. C. S. textbooks.

Naval Department

In accordance with a special arrangement with the United States Navy Department, this branch of the I. C. S. is separated from the general field work and maintained by special I. C. S. Representatives who are well qualified to advise the seafaring man what Courses are best suited to the purpose or promotion he has in view. These I. C. S. Representatives appoint on board each ship an officer or enlisted man of high rating to act as instructor, to assist the students with their studies when at sea, in order to avoid delay in waiting for mail ports from which to forward their work to Scranton. More than 4,000 enlisted men and officers are pursuing Courses of study. During this time, 21 of these enlisted men have secured commissions as Ensigns, some of whom have now attained the rank of Lieutenant, senior grade. Others have increased their ratings and are Warrant Officers.

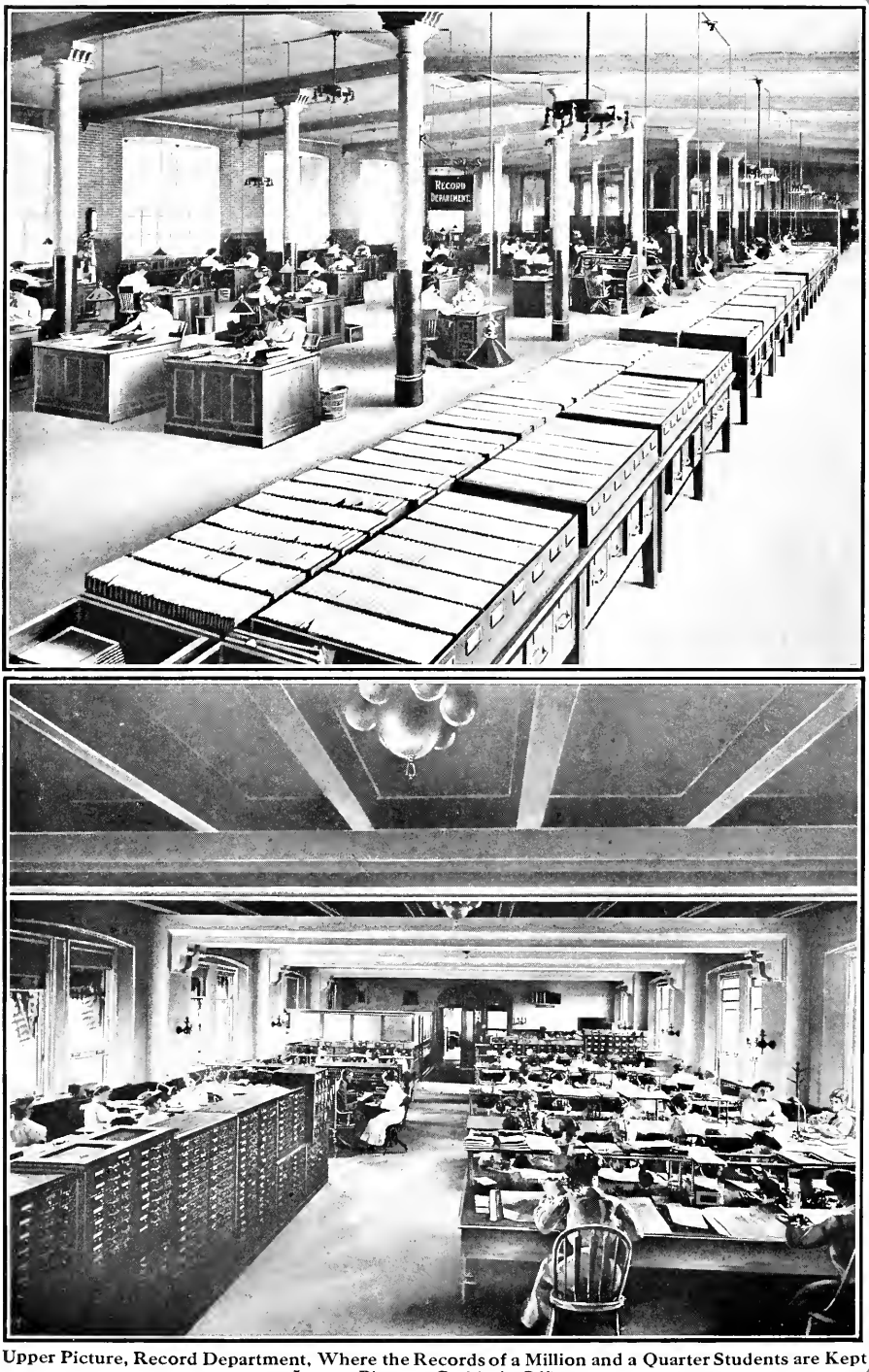
The Railway Branch

The Schools own 7 air-brake instruction cars, a dynamometer car, and a passenger railway-service testing car. In addition to these cars, there are a number of cars furnished by railroad companies on which the I. C. S. instructors travel from place to place, lecturing on combustion, firing, etc. These cars lie over for a week or more in cities and towns where I. C. S. Railway students live, thus supplementing the correspondence instruction by demonstrations on apparatus.

The Schools sell Locomotive Running Scholarships only to those employed as engineers or firemen in actual service at the time of enrolment.

Prison Work

Though the very nature of the work prohibits detailed publicity, the Schools have for years enrolled and taught many convicts and inmates of reform schools. Some of these men are unusually good students. A writer in one of the American monthly magazines recently told of visiting a state prison where he saw the walls of a cell covered with drawings made by an I. C. S. student. That convict went out pardoned before the end of his term, a new man with a purpose. Our work with this class of people is regarded favorably by prison and state officials.



Upper Picture, Record Department, Where the Records of a Million and a Quarter Students are Kept
Lower Picture, Cashier's Office

The Broad Field

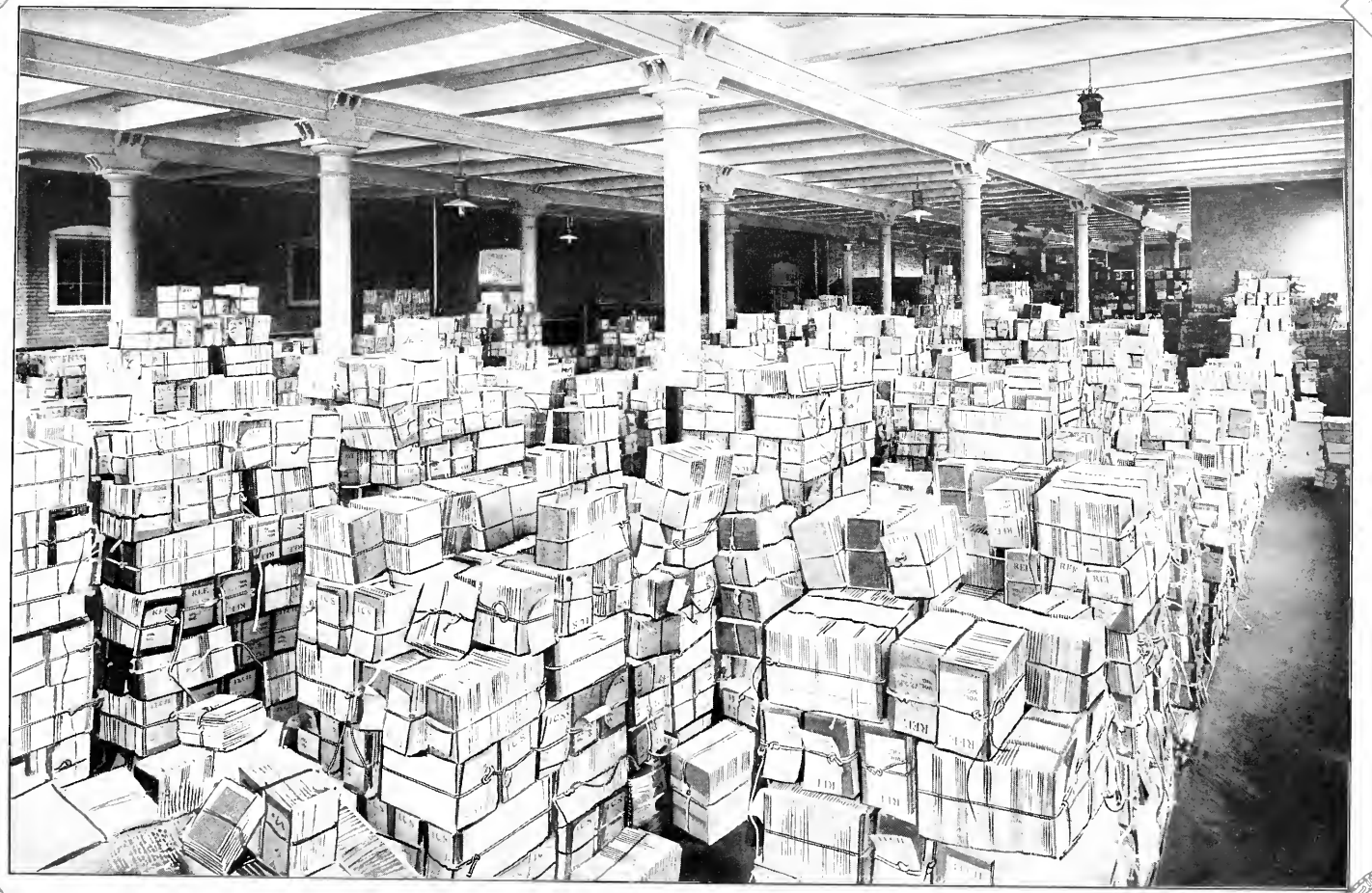
When one considers the great army that yearly leaves public schools with no equipment for skilled service, the wonder is that some such institution as the I. C. S. had not sprung into being half a century ago.

The following figures, showing the number of workers in the United States in a few of the trades and professions covered by our Courses of Instruction, afford an interesting demonstration of what there is yet to be done in the training of men FOR their work AT their work:

Nature of Work	Number of Persons Employed
Carpenters	678,000
Masons	181,000
Plumbers	110,000
Railroad Employes	655,000
Street Railway Employes	78,000
Blacksmiths	256,000
Machinists	319,000
Salesmen and Saleswomen	688,000
Clerks and Copyists	579,000
Textile Industries	588,000
Stationary Engineers and Firemen	253,000
Miners (Coal and Metal)	603,000
Telephone and Telegraph	101,000
Farmers, Planters, and Farm Laborers	10,000,000
Bookkeepers and Clerks	885,000

Teaching employed persons the science of their trades and professions is only one branch of our work. Other equally important branches are the preparation of employed and dissatisfied persons for more congenial occupations, and the giving of young unemployed persons the training necessary to enable them to start in chosen vocations.

The selling organization of the International Correspondence Schools, consisting of 800 Routes grouped into 250 Divisions and arranged into 33 Districts, covers the United States and Canada, which have a combined population exceeding one hundred millions. In the two countries approximately 2,000,000 young men and women reach the age of 21 every year; as many more are at the age of 20; as many more at the age of 19; and so on. In the United States only about 200,000 per year attend universities, colleges, and professional schools, and we enroll many of these, who after graduating decide to take up some specialty. If the enrolment of the I. C. S. reaches 200,000 a year, for every student we secure there will be dozens more reaching the self-supporting age without industrial training. Besides, our business is not confined to persons around the age of 21.



Textbooks Waiting to be Bound

Students' Aid Department

This Department will, on request, notify an employer of the progress a student is making; or a letter concerning the student's record will, on request, be sent to an employer when the student has applied for a new position. When a sufficient part of the Course has been completed, a general letter of recommendation will be furnished. From time to time communications are received from employers, asking for names and addresses of students of certain qualifications. When such applications are received, the files are consulted and those students are recommended whose progress, experience, age, location, or other qualification seems to fit them for the particular position. This department has aided many thousands of students in securing suitable employment.

Future of the Schools

Twelve or fifteen years ago correspondence education was, so to speak, in its infancy. Though popular with its students, the correspondence plan was not taken so seriously by the great body of the people. It was thought by many to be a fad, in spite of the fact that such resident schools as Chicago University were doing well with their correspondence departments. Today the merits of the new plan of teaching are generally recognized.

The world today looks to the I. C. S. as the hub of correspondence instruction. Thousands of inquiries are received, asking about Courses that the Company has not seen its way clear to prepare.

The founder of the Schools is still in active control as the president and general manager. He is blessed with health and energy, and finds the joy of living in the working out of extensions and improvements in the unique enterprise he founded. Such a strong organization has been perfected, however, that the future success of the business does not depend on its great founder. The Executive Committee, consisting of Mr. Foster and three other Directors, spends two days every alternate week, going over the most important features of the business. The Company since its inception has held to the policy of promoting and retaining valuable employes. Today it has the greatest staff of correspondence-school experts in the world.

The International Correspondence Schools, being of the vocational type, are certain to profit by the agitation that is now so general for the vocational school.

In its advertising, its methods of inspirational educational canvassing, and in its Home-Office administration, the Company has for a decade commanded the admiration of the business world.

Wonderful as the past seems, however, it is certain that what has been done is only the beginning of much greater achievements.

Interesting Facts

At end of 1891 there were 115 students.

At end of 1895 there were 10,105 students.

At end of 1900 there were 251,310 students.

At end of 1905 there were 853,773 students.

At end of 1909 there were 1,267,000 students.

An average of more than 300 students per month voluntarily report advancement in position or wages.

From 600 to 1,300 people inquire daily for particulars of the I. C. S. home-study Courses.

Daily postage bill, $500.

181 railroad companies contract for the instruction of their employes.

Nearly $2,000,000 has been spent in preparing and improving the I. C. S. textbooks—easy to study, apply, and remember.

The I. C. S. Reference Library now numbers 223 volumes, averaging 525 pages and 243 illustrations each. About 63,000,000 pages of instruction are issued per year.

There are 1,400 employes in the Home Office and 1,820 in the field organization.

The cost of the present buildings exceeded $1,000,000.

125 colleges, universities, and technical schools have purchased I. C. S. textbooks.

The list of stockholders includes many students who use their influence in securing new enrolments, and share in the profits of the business.

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